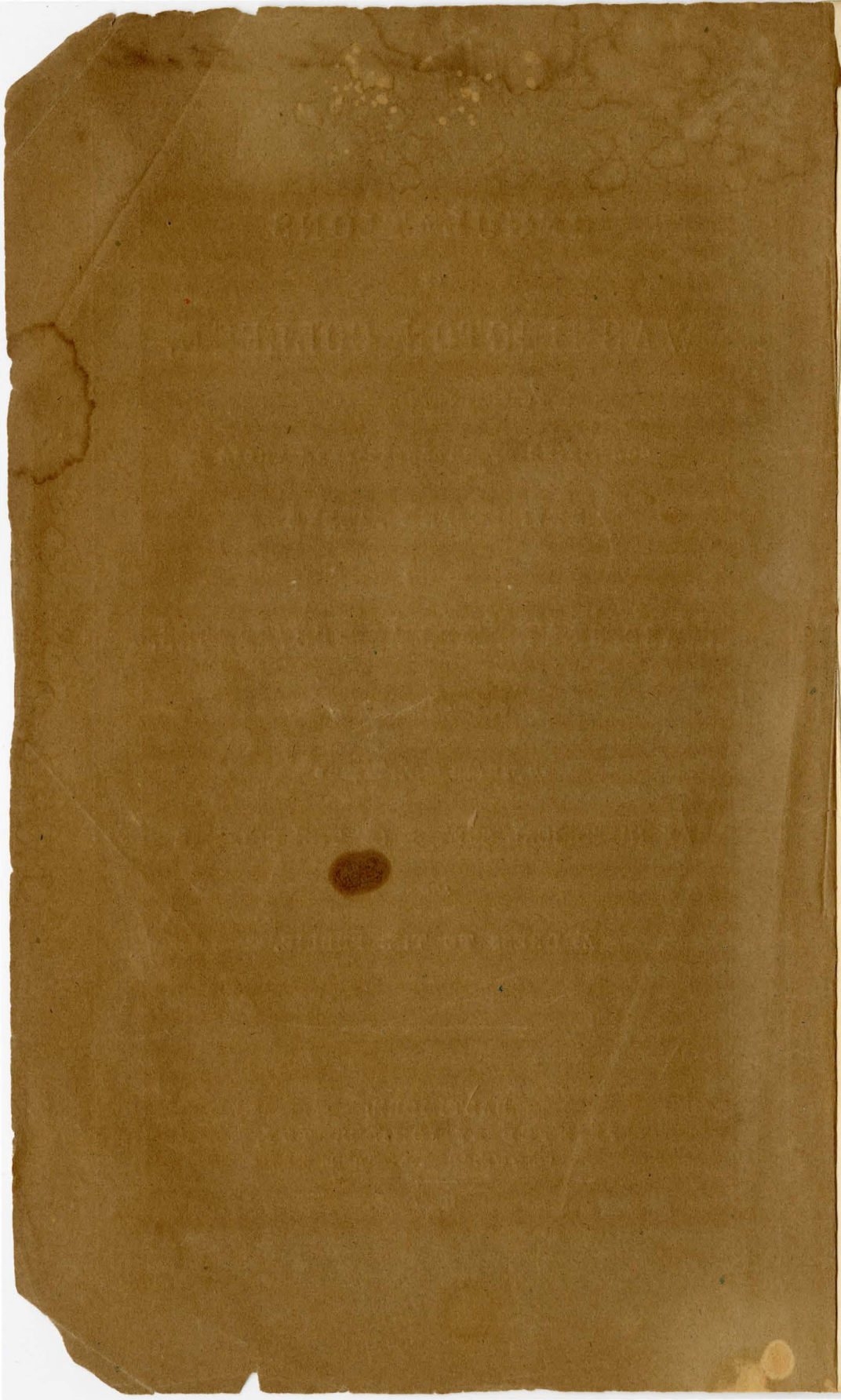


D. Chambers Dickes

REGULATIONS
OF
WASHINGTON COLLEGE,
(CHESTERTOWN, MARYLAND.)
CONSISTING OF EXTRACTS FROM THOSE
REVISED AND PASSED
BY THE
BOARD OF VISITERS AND GOVERNORS,
August, 1844.
TO WHICH IS PREFIXED
AN HISTORICAL SKETCH OF THE COLLEGE
AND
ADDRESS TO THE PUBLIC.

BALTIMORE:
PRINTED BY JOHN D. TOY,
Corner of Market and St. Paul streets.

1844.



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REGULATIONS

WASHINGTON COLLEGE

A COMMITTEE OF EXPERTS FROM THE

ARMY AND NAVY

AT THE

BOARD OF VISITERS AND GOVERNORS

OF THE

IN WHICH IS INCLUDED

AN HISTORICAL SKETCH OF THE COLLEGE

ADDRESSED TO THE PUBLIC

BALTIMORE

PUBLISHED BY JOHN D. FORD

1861

1861

HISTORICAL SKETCH OF WASHINGTON COLLEGE

AND

ADDRESS TO THE PUBLIC.

THE Visitors and Governors of Washington College, at Chestertown, respectfully invite public attention to the following Prospectus of the Course of Instruction in this Institution. Deeply impressed with the importance of maintaining a Seminary of universal learning on the Eastern Shore of Maryland, and believing the present location appropriate for the purpose, they earnestly solicit a generous people to co-operate with them, in resuscitating this venerable College.

The history of its foundation is full of interest to the American scholar and patriot. In the year 1782, while our ancestors were struggling with the colossal power of Great Britain, and when, we might suppose, all their resources were required to bring that arduous contest to a successful termination, they were not unmindful of providing the means for intellectual improvement in their day and generation. The Visitors of Kent County School, which had then received a considerable accession of students from various parts of this Shore, and the State of Delaware, obtained a charter from the Legislature of Maryland, at their Spring Session, 1782, empowering them to erect said School into a College, with the honored name of WASHINGTON. These Visitors, viz: WILLIAM SMITH, D. D., PRESIDENT OF THE BOARD,

BENJAMIN CHAMBERS, JOSEPH NICHOLSON, JAMES ANDERSON, JOHN SCOTT, WILLIAM BORDLEY, and PEREGRINE LETHRBURY, ESQUIRES, undertook to erect the College by means of individual donations.

In our day, though the population of this Peninsula has increased, and its sources of wealth have expanded, such an undertaking would appear wholly impracticable. But that was the golden age of public spirit, of pure, unaffected benevolence. The entire district between the Chesapeake and Delaware Bays was roused to the importance of the enterprise. In less than three months after the Act of Incorporation was passed, the sum of fourteen thousand dollars was subscribed for founding the College, though five years had been allowed by the indulgence of law, for accomplishing that object. During the same time, the ten following gentlemen, viz: HIS EXCELLENCY WILLIAM PACA, JOHN PAGE, ROBERT GOLDSBOROUGH, WILLIAM PERRY, PETER CHAILLE, JAMES LLOYD, JOSHUA SENEY, THOMAS SMYTH, SAMUEL KEENE, and WILLIAM THOMPSON, ESQUIRES, in compliance with a condition of the Charter, were duly chosen Visitors in different Counties of this Shore, in addition to the seven Visitors of Kent County School. Thus, in this short period, and during our revolutionary war, those enterprising individuals performed every act, required by law, as the condition upon which the operation of their Charter was to commence. The very numerous and liberal contributions, obtained by them, evinced their own zeal, no less than that of the subscribers, for the promotion of science. The speedy success of their efforts merits the most grateful remembrance, and should be transmitted to succeeding ages, as an example worthy of imitation.

By the power vested in these seventeen Visitors, to increase their number to twenty-four, from any of the adjacent States, or from this State at large, the President

of their Board, in a letter to GENERAL WASHINGTON, on the 8th of July, 1782, requested permission to place his name at the head of the seven additional Visitors and Governors. To this letter, GENERAL WASHINGTON made the following reply:

HEAD QUARTERS, *Newburgh*, 18th August, 1782.

I have had the honour to receive your favour of the 8th ult. by Col. Tilghman, who arrived here about ten days ago, and to whom I have committed the charge of forwarding this answer. To the gentlemen who moved the matter, and to the Assembly for adopting it, I am much indebted for the honour conferred on me, by giving my name to the College at Chester. At the same time that I acknowledge the honour, I feel a grateful sensibility for the manner of bestowing it; which, as it will remain a monument of their esteem, cannot but make a deep impression on my mind, only to be exceeded by the flattering assurance of the lasting and extensive usefulness of the Seminary. If the trifling sum of fifty guineas will be considered as an earnest of my wishes for the prosperity of this Seminary, I shall be ready to pay that sum to the order of the Visitors, whenever it is their pleasure to call for it. It is too trifling to stand in any other point of view—nor would I wish it to do so.

With much pleasure should I consent to have my name enrolled among the worthy Visitors and Governors of this College; but convinced as I am that it will never be in my power to give the attendance which by law is required, my name could only be inserted to the exclusion of some other, whose abilities and proximity might enable him to become a more useful member. When that period shall arrive, when we can hail the blest return of peace, it will add to my pleasure, to see this infant seat of learning rising into consistency and proficiency in the sciences, under the nurturing hands of its founders.

I have the honour to be, Reverend Sir,
your most obedient servant,

GEORGE WASHINGTON.

To the Rev. Dr. Smith, at Chester, in Kent County, Maryland.

In May, 1784, however, the College was honored with a visit from GENERAL WASHINGTON, who then subscribed his name, as one of its Visitors and Governors. On this occasion, the students entertained the public with the tragedy of Gustavas Vasa, the great Deliverer of Sweden from Danish oppression, a performance breathing throughout the most animated sentiments of liberty, heroism, and

public spirit. It was received with the warmest approbation; especially the epilogue, the latter part of which calling the more immediate attention of the audience to their favorite hero, in whose presence it was spoken, drew tears of gratulation from every eye, and repeated bursts of applause from every heart.

Meanwhile, on the fourteenth of May, 1783, the first Commencement was held under the Charter, for conferring degrees in the arts and sciences. On the succeeding day, the Visitors and Governors, the Professors and Students, accompanied by a great number of persons from the neighboring Counties, went in procession to the hill, where the College edifice was to be erected, and after prayer by the REV. DR. SMITH, the foundation stone was laid, with appropriate ceremonies, by HIS EXCELLENCY GOVERNOR PACA, who was saluted on the occasion by thirteen discharges of cannon.

At this time, the whole capital, raised for the College, was about twenty-eight thousand dollars. In a report, made by the Visitors and Governors, to the Legislature, which was then in session, it is stated, that other considerable benefactions were received, and their amount would soon be laid before the public. But no record of this exhibition has been preserved, or can now be found.

The College, having held its first Commencement, went fully into operation, and was liberally patronised for many years, by this whole peninsula. Its Course of Instruction embraced all the sciences and languages, then taught in the oldest Seminaries of the country, while the number of students varied from one hundred and fifty to two hundred, among whom were several of the most distinguished men in Maryland. Some of its ALUMNI, of later years, are supporting the highest character on the BENCH, at the BAR, in the PULPIT, and among the MEDICAL PROFESSION. Others, in the enjoyment of private life, are exerting a salutary influence, by diffusing the blessings of

knowledge, virtue, and religion, through the various orders of society.

The College, founded under such auspices, continued, with alternations of success and depression, common to all human institutions, to discharge the obligations imposed by its Charter, until January, 1827, when the building was destroyed by fire. Since that event, the Visitors and Governors have employed Professors of the different sciences, in a house rented in Chestertown, though no literary degrees have been conferred by them. Having endeavoured to manage the funds with frugality, for the purpose of erecting a new College edifice, upon part of the original foundation, they now have the gratification of informing the public, that this work will be completed sometime in the ensuing autumn. On the fourth of last May, the corner stone was laid by the HON. E. F. CHAMBERS, in presence of a large and respectable company, of which proceeding a particular account has been published. The building is situated on a commanding eminence, about half a mile from the town, and will be constructed in improved modern style. Its location has deservedly acquired a reputation for health, and presents a delightful residence for students.

In making this exhibition of the proceedings for founding and rebuilding WASHINGTON COLLEGE, the Visitors and Governors feel constrained to urge the necessity of a united effort, by the inhabitants of this Shore, for reviving its original reputation. Established by the munificence of our revolutionary ancestors, and patronised by the official authority, as well as bounty, of the FATHER of his country, this institution possesses more than ordinary claims upon the present generation. A solemn responsibility has been imposed upon us, by active pioneers in the road of science. Descended from early and distinguished settlers on this continent, they were anxious to open a way for liberal education, as the only sure means of sus-

taining the rank of their posterity, and giving them their full consequence in this growing republic. Shall we, then, be reproached with refusing our support to the most effective nursery of that political freedom, secured by their toils and bravery? Shall it be said, that in a time of peace, and abounding in the resources of wealth, the people of this Shore are unwilling to maintain a College, founded by their fathers, whilst contending with the most powerful nation in the world for the independence of their country? No: throughout the length and breadth of Maryland, a laudable zeal has been lately displayed for the general dissemination of learning. The system of Primary Schools, established by our Legislature, presents a proud trophy of victorious effort in the cause of education. But it is undeniable, that our section of country is deficient in a supply of instructors, disposed to undertake the self-denying business of conducting these Schools. This evil has sprung from our defective system of Academical learning, and, unless greater facilities are afforded for a more extensive course of study on this Shore, it will continue to spread its baneful influence. We must be enlightened ourselves, before we can enlighten others. The fountain must be purified, before the stream can roll healing and invigorating waters. For this reason, the maintenance of Colleges is important to the whole people. They must have educated men to take charge of Primary Schools, if they would realize the advantages contemplated by their establishment. The standard of education has been greatly elevated in our country; especially in the Northern States, where Colleges have rapidly multiplied, and exalted the character of elementary instruction. Their Primary Schools are illumined by the rays of science, continually diverging from the highest Seminaries, whilst ours are like Planets, each revolving on its own axis, but wanting the Sun of the

system, without whose gravitating influence they can never move harmoniously in their orbits.

It will be perceived by the following Prospectus, that the Course of Study in WASHINGTON COLLEGE is very extensive, embracing all the Sciences, usually taught in our best institutions of learning, in conjunction with the Greek and Latin Classics. A few observations seem necessary, in relation to the utility of reading these authors. Some persons contend, that the substance of their writings can be learned from translations; and it is, therefore, useless to occupy time in acquiring a knowledge of the original. It may, however, be replied, that a large number of our words is derived from the Greek and Latin, and consequently their etymology cannot be fully comprehended, without an acquaintance with these languages. The Greek excels in significancy and copiousness. It possesses a great variety of expressions, which were suitable to the necessities of a learned people, who had a taste for the Arts and Sciences. For this reason, and from the facility with which its words are compounded, the names of many instruments and machines, and most terms of all sciences are derived from it. The Latin is more nervous than the Greek, and has supplied our own, and most civilized nations, with the principal beauties of diction. Of all languages, it was written with the greatest accuracy and precision. The style of the Augustan age is yet unrivalled, and, we may fairly presume, it will never be excelled. But the Greek and Latin Classics cannot be properly appreciated, unless they are read in their native phraseology. In all the essential qualities of composition, the best translations are inferior to these original writings. They may be respectively compared to the dim light of the sun, enveloped in clouds, and its dazzling brightness, emitted through a transparent atmosphere. Take, for example, Pope's translation of Homer. Of this elegant work, the learned Dr. Blair, has given

the following just opinion, in his criticism upon Homer's style of writing. "They can have no conception of his manner, who are acquainted with him in Mr. Pope's translation only. An excellent poetical performance that translation is, and faithful in the main to the original. But withal, it is no other than Homer modernized." The same author has left the following strong testimony in favour of the Greek and Latin Classics. "From whatever cause it happens, so it is, that among some of the ancient writers, we must look for the highest models in most of the kinds of elegant composition. For all that belongs to original genius, to spirited, masterly and high execution, our best and most happy ideas are, generally speaking, drawn from the ancients. To all such then, as wish to form their taste and nourish their genius, let me warmly recommend the assiduous study of the ancient classics, both Greek and Roman."

"Nocturna versate manu, versate diurna."

"Without a considerable acquaintance with them, no man can be reckoned a polite scholar; and he will want many assistances for writing and speaking well, which the knowledge of such authors would afford him. Any one has great reason to suspect his own taste, who receives little or no pleasure from the perusal of writings, which so many ages and nations have consented in holding up as objects of admiration. And I am persuaded it will be found, that in proportion as the ancients are generally studied and admired, or are unknown and disregarded in any country, good taste and good composition will flourish, or decline. They are commonly none but the ignorant or superficial, who undervalue them."

After such high authority, it appears superfluous to add another word upon the present subject. Most learned men have united in this opinion of Dr. Blair. Hence, the study of these languages, within a few years, has become

more general and extensive. A knowledge of them has contributed much to the celebrity of our best English authors. But important as they are, in furnishing the stock, upon which the most luxuriant branches of English literature are ingrafted, attention to them must not obstruct the cultivation of those lofty, expanded limbs of sciences—the Mathematics and Physics. These subjects are universally admired for their beneficial results, and practical application in the business of life. On the necessity of including them in a course of instruction, it is idle to offer any remarks, because there is no diversity of sentiment. It is sufficient to observe, they will be fully investigated in WASHINGTON COLLEGE; and during the present year, apparatus will be procured, for illustrating their principles.

In the administration of the government, and instruction of this Institution, no creed of any particular denomination of Christians will be inculcated, because the charter expressly prohibits such interference. But, at the same time, the leading, fundamental truths of our holy religion will be enforced with persuasive exhortation, and uncompromising firmness. All harshness, severity, or rigor, will be avoided. Nothing servile, degrading, or impracticable, is wished or demanded. Every exertion shall be made to return students to their parents, manly, well taught, and virtuous. But to the attainment of these ends, strict order, prompt obedience, unblemished morals, and constant industry, are indispensable.

A Grammar School will be conducted for students, who may not be sufficiently advanced to enter upon the Collegiate course. Supported by this efficient auxiliary, WASHINGTON COLLEGE is presented to the public. In our age of fierce controversy in the forum of politics and religion, every literary channel should be opened for the flow of knowledge, and the diffusion of correct sentiment. At such a time, no philanthropist, no admirer of letters,

should hesitate to come forward, and assist in giving impulse to a movement, made to effect this benevolent object. When it is considered, that no further contributions are asked for maintaining the College, and that a liberal patronage can be extended to it from this section of the State, its Visitors and Governors will not permit themselves to doubt the ultimate, and triumphant success of their undertaking. The thought is highly animating, and unfolds pleasing anticipations of a brighter day, when the latent energies of a talented and gifted people, shall be roused to a full, thorough, and complete execution of the noblest of all works—the developement and cultivation of mind. This work requires unremitting attention in our country above all others. The political institutions of the Eastern continent are upheld by force. Ours are protected, and can be perpetuated, by knowledge alone. Most other governments strive to restrict free inquiry, since their existence depends on impeding the advances of the mind, in its pursuit of truth. Ours, on the contrary, invites and encourages investigation. The arena is here thrown open to all, for the exercise of their mental armour. How important, then, is education in this country, where public sentiment must sustain, or overthrow the mighty fabric of our government! How vigilant should every citizen continue, in guarding this firmest bulwark of civil and religious liberty! American intellect must be crushed, before American freedom can expire. The ramparts of national virtue must be demolished, before an enemy can approach the citadel of national independence. We cannot trust to the best constituted forms of government, for the preservation of our rights. We must individually defend them, by avoiding the snares of luxury, and corruption among ourselves. We must regard the great concerns of religion, and another world. We must attend to the rising generation. The souls of our youth must be nursed up to the love of knowledge,

and their bosoms warmed with a sacred and enlightened zeal for every thing, which can bless or dignify their species. Provision must be made for rearing a succession of PATRIOTS, LAWGIVERS, PHYSICIANS, and DIVINES, for LIBERTY will only dwell where KNOWLEDGE flourishes by her side ; and government cannot be duly administered, unless the principles of RELIGION, JUSTICE, VIRTUE and TEMPERANCE, are cultivated and maintained.

Every well regulated Seminary of Learning, therefore, which promises to exalt the genius of our nation, and to become the means of diffusing knowledge still further and wider over this great continent, should be an object of universal regard. It is hoped WASHINGTON COLLEGE may be recommended as an Institution of this kind, highly deserving encouragement from the public, and especially from the inhabitants of this Peninsula, for whose more immediate advantage it was founded.

RICHARD W. RINGGOLD,

Principal of Washington College.

Published by order of the Visitors and Governors of Washington College.

WASHINGTON COLLEGE.

CORPORATION.

Visitors and Governors.

HON. E. F. CHAMBERS, L.L.D. *President.*

JOSEPH N. GORDON, M. D.

HON. JOHN B. ECCLESTON.

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THE REV. CLEMENT F. JONES, D. D. *Professor of Mental and
Moral Philosophy.*

PEREGRINE WROTH, M. D. *Professor of Chemistry and Physiology.*

HON. J. A. PEARCE, M. A. *Professor of Law.*

B. FRANKLIN GREENE, M. A. *Curator and Secretary to the Faculty.*

WASHINGTON COLLEGE

EXTRACTS

FROM THE

REGULATIONS OF WASHINGTON COLLEGE.

ADMISSION.

For admission to the Freshman Class, every candidate must have completed his fourteenth year, and must also present testimonials of good moral character. These conditions shall be answered before any further steps are taken in the examination.

The scholastic requirements for matriculation in the Freshman Class, are as follows, viz :

BY THE CLASSICAL DEPARTMENT.

In Virgil's *Æneid*, Cæsar's *Commentaries*, Cicero's *Select Orations*, the *Gospels*, *Græca Minora* or Jacob's *Reader*, or an *Equivalent*, and the *Grammar* of the *Latin* and *Greek Languages*.

BY THE MATHEMATICAL DEPARTMENT.

In the *Theory and Practice of Arithmetic*, the *Preliminary Principles of Algebra* through *Equations of the First Degree*.

Also, in *English Grammar* and *Geography*.

Persons may be admitted to advanced standing, at any part of the College Course previous to the Summer Term of the Senior Year. In order to such admission, the Candidate must present testimonials of good moral character, and if from any other College, letters dismissory in good standing, and sustain an examination in the studies previously pursued by the class in which he proposes to enter.

COURSE OF STUDY.

The course of Study shall be arranged in four divisions under the following titles, viz:

- A Classical;
- A Mathematical and Physical;
- A Rhetorical; and
- A Philosophical and Historical Department.

The *subjects* of the Course of Study for the several yearly classes under their respective divisions, shall be as follows, namely:

FRESHMAN YEAR.

CLASSICAL DEPARTMENT.

Greek—Xenophon's *Anabasis*; *Æschines de Corona*.

Latin—Livy; Odes of Horace.

Roman and Grecian Archæology and Mythology.

Greek and Latin Composition.

MATHEMATICAL AND PHYSICAL DEPARTMENT.

Algebra—Theory of Equations of the several Degrees; Solutions of Practical Problems; Progressions; Series; Logarithms—their theory and applications.

Geometry—Elementary Principles, embracing Right Lines and Triangles; Doctrine of Ratios and Proportions; Doctrine of the Circle; Geometry of Polygons.

RHETORICAL DEPARTMENT.

Elements of Elocution—Reading.

Elements of Composition—Principles of Grammatical Construction.

SOPHOMORE YEAR.

CLASSICAL DEPARTMENT.

Greek—Demosthenes *de Corona*; Homer's *Iliad*; Herodotus.

Latin—Satires and Epistles of Horace; Cicero *de Officiis*.

Greek and Latin Composition.

MATHEMATICAL AND PHYSICAL DEPARTMENT.

Algebra—Applications of Algebraical Analysis to the solution of Problems in Plane Geometry.

Geometry—Analytical Plane Geometry; Analytical Plane Trigonometry; Mensuration of Heights and Distances; Surveying; Solid Geometry; Doctrine of the Sphere; Analytical Spherical Trigonometry; Linear Drawing; Levelling; Navigation.

Higher Calculus—Principles of the Differential Calculus; Principles of the Integral Calculus; Applications.

RHETORICAL DEPARTMENT.

Rhetoric—Elements of; Reading; Declamation.

Composition—Grammatical Construction; Writing Themes.

PHILOSOPHICAL AND HISTORICAL DEPARTMENT.

History—Outlines of Universal History; History of Civilization.

JUNIOR YEAR.

CLASSICAL DEPARTMENT.

Greek—Sophocles; Euripides; Longinus de Sublimitate.

Latin—Cicero de Oratore; Horace de *Arte Poetica*; Tacitus.

Greek and Latin Composition.

MATHEMATICAL AND PHYSICAL DEPARTMENT.

Physics—Principles of Mechanics; Hydrostatics; Hydrodynamics; Pneumatics; Acoustics; Pyronomics; Optics; Electricity; Galvanism; Magnetism.

Astronomy—Laws of the Planetary Motions; General View of the Solar and Sidereal Systems; Theory of Universal Gravitation; Theory of the Tides; Nautical Astronomy.

Meteorology—Winds; Hygrometry; Clouds; Rain, Snow, and Hail.

RHETORICAL DEPARTMENT.

Rhetoric—Elements of, continued; Declamation.

Composition—Writing Themes; Written Discussions.

PHILOSOPHICAL AND HISTORICAL DEPARTMENT.

Logic—Elements of.

Philosophy—Elements of Mental Philosophy.

History of Philosophy.

Forensic Discussions.

SENIOR YEAR.

CLASSICAL DEPARTMENT.

Greek—Æschylus; The Georgias of Plato.

Latin—Catullus; Terence; Cicero *de Natura Deorum*.

Greek and Latin Composition.

MATHEMATICAL AND PHYSICAL DEPARTMENT.

Chemical Philosophy—Atomic Constitution of Matter; Nomenclature and Classification of Chemical Elements and Substances; Affinity—Chemical and Inductive; Oxygen and Hydrogen; Water—Chemical History of; Nitrogen and Carbon; The Atmosphere—its Constitution; Combustion; General View of the Non-Metallic and Metallic Elements.

Organic Chemistry—Ultimate Elements and Organic Analysis; Action of Oxygen—Transformations—Fermentations; Molecular Theory of Organic Compounds; General View of Organic Substances.

Vegetable and Animal Physiology—Structure and Functions of Organs; Chemical Constitution of the Organs and Secretions; Principles of the Natural System of Classification of Plants and Animals.

Mineralogy—Physical and Chemical Properties of Minerals; Principles of Classification; Crystallography.

Geology—Physical Geology in its relation to Physical Geography; Classification of Rocky and Earthy Foundations, with reference to the Geology of the United States; Descriptive Geology; Economic Geology, embracing materials for Construction, and the Origin and Formation of Soils.

Agriculture—General View of the relations of the Animal, Vegetable, and Mineral Kingdoms to each other; and, the Practical Means for Modifying or Extending the influence of these relations.

RHETORICAL DEPARTMENT.

Rhetoric—General principles of Literary Criticism; Extemporaneous and Written Discussions.

History and Characteristics of the English Language and Literature.
Original Declamations and Dissertations.

PHILOSOPHICAL AND HISTORICAL DEPARTMENT.

Constitution of the United States.

Political Economy.

Philosophy—Elements of Moral Science.

Evidences of Natural and Revealed Religion.

Forensic Discussions.

A *Weekly Biblical exercise* shall be attended by all the Students.

Remark.

It may be remarked, in relation to the preceding Course of Study, that it will be conducted by a system of Recitations and Lectures throughout, to be accompanied by experimental and other illustrations with effective apparatus in the study of Physical and Chemical Science, and in Natural History with Specimens and Preparations.

EXAMINATIONS.

There shall be two examinations of all the Classes every year. The one to be at the close of the Winter Session in March, the other at the close of the Summer Session in August.

Both examinations shall be conducted in the presence of the Faculty, the Students, the Board of Visitors and Governors, or of a committee appointed by them, and of such other persons, Citizens, and Strangers, as may choose to attend.

TESTIMONIALS.

At the close of every examination, a *Testimonial of Merit* shall be awarded to the Student of the best general standing in each class; and a *Special Testimonial* shall be awarded to the Student of the best standing in each of the respective departments of Study, exclusive of the Student receiving the general testimonial.

The testimonials awarded at the Winter examinations, shall be publicly announced, and delivered by the Principal in the Chapel of the College, on the Monday following the first day of the Summer Session of each year, in the presence of the Board of Visitors and Governors, and of such other persons as shall attend on invitation; immediately succeeding which, there shall be exercises, original and selected, in declamation, by such Students as shall have been previously appointed by the Principal.

The Testimonials awarded at the Summer examination, shall be announced and conferred at the Annual Commencement.

COMMENCEMENT.

The Annual Commencement shall be on the first day of October, unless that day be Sunday, in which case it shall be on the second day of October, when Academical Degrees shall be conferred.

Previously to the conferring of degrees, public exercises shall be performed by the Candidates in such manner as the Faculty shall direct.

SESSIONS AND VACATIONS.

The academical year shall be divided into two Sessions. The Winter Session shall commence on the first day of October, or if that day be Sunday, on the second day of October, and shall continue till the Friday before Easter Sunday.

The Summer Session shall commence on the Monday after Easter Monday, and continue till the 20th of August.

There shall be a Vacation from the 20th August till the 1st October—a Vacation of one week at Easter, and a recess of one week to include the Christmas Holydays.

TUITION AND OTHER EXPENSES.

All fixed charges for Tuition, Board, &c., shall be rated agreeably with the length of the Session, and paid in advance at the Commencement of each Session. The Treasurer's receipt must be exhibited to the Principal or Professors by every Student, before entering upon a recitation in either department of instruction.

The several charges for the year, or for each session, are as seen below, viz:

	Winter Session.	Summer Session.	Year.
Tuition,	\$20 50	\$14 50	\$35 00
Board,	52 00	36 00	88 00
Washing,	6 50	4 50	11 00
	\$79 00	\$55 00	\$134 00

The school year shall be divided into two sessions. The Winter Session shall commence on the first day of October, or if that day is Sunday, on the second day of October, and shall continue till the Friday before Easter Sunday. The Summer Session shall commence on the Monday after Easter Monday, and shall continue till the 30th August, or if that day is Sunday, on the first day of September. There shall be a Vacation from the 30th August till the 1st October. A Vacation of one week at Easter, except of one week to include the Easter Monday.

EXTRACTS

FROM THE REGULATIONS

OF THE

GRAMMAR SCHOOL OF WASHINGTON COLLEGE.

THIS school shall embrace two Departments of Study; namely, an English and Classical.

It shall be the object of the English Department of this school, to furnish facilities to its Pupils for acquiring a good English education, based upon a thorough training of the mental faculties in the elementary branches, and carried forward to a comprehensive study of the higher branches.

It shall be the special object of the Classical Department, to furnish its Pupils with a *preparatory training* for meeting the requirements for matriculation in the Freshmen Classes of our Colleges; and, furthermore, to furnish to the members of the English Department, such instruction in the Classical languages as may be desired by those attending that Department.

COURSE OF INSTRUCTION.

ELEMENTARY ENGLISH STUDIES.

Daily exercises in audible reading; Chirography—in the formation of Elements, and extended to, and continued in, daily exercises in Copying and writing from Dictation for improvement in Orthography, and as preliminary to simple exercises in Composition; Inductive exercises in the Principles of English Grammar; Inductive exercises in Oral Arithmetic; Elements of Local Geography and History; Series of exercises in Linear Drawing.

HIGHER ENGLISH STUDIES.

Arithmetic—Analytical exercises in Common, Decimal, and Complex Fractions; Ratios and Proportions; Involution and Evolutions of the second and third degree.

English Grammar—Oral and Written exercises in the Principles of Syntax.

Composition—Exercises in Writing from Dictation; Familiar Descriptions carried forward to General Themes.

Elements of Rhetoric—Audible Reading; Declamation.

Geography and History—Local and General, pursued in connection with Delineation of Maps.

Algebra—Elementary principles; Equations, Simple and Quadratic; Ratios and Proportions; Series; Logarithms, with their applications to Interests, Annuities, &c.

Elements of Plane Geometry and Trigonometry, with applications to Mensurations of Heights, Distances, and Surveying.

Physical Sciences—Elements of Natural Philosophy, Chemistry, Astronomy, and Animal and Vegetable Physiology.

CLASSICAL STUDIES.

Latin—Latin Grammar; Exercises in Latin Syntax; Cleveland's First Lessons; Cleveland's Sequel; Cæsar's Commentaries; Virgil's *Æneid*; Cicero's Select Orations.

Greek—Greek Grammar; Exercises in Syntax; the Four Gospels; Græca Minora; Lucian's Dialogues.

FRENCH LANGUAGE.

In addition to the course above delineated, instruction in the French Language will constitute a regular subject of attention.

Grammar—Oral and Written Exercises in French Etymology and Syntax; Translations from French to English, and *vice versa*, with the employment of such Authors as shall be deemed expedient for this purpose.

EXAMINATIONS.

There shall be Examinations of all the Classes in the two departments, at the close of the several Sessions, before the Visitors and Governors of the College, or a Committee appointed by them, and such of the citizens as may choose to attend.

There shall be Weekly Reviews of the several studies in both departments, before the Officers of the School and College throughout the session.

SESSIONS AND VACATIONS.

The *Sessions and Vacations* correspond in commencement and duration with those of the College, to which reference may be made.

TUITION AND OTHER EXPENSES.

	Summer Session.	Winter Session.	Year.
Elementary English Studies, . . . \$ 6 50 . . . \$ 9 50 . . . \$ 16 00			
Higher English and Classical, . . . 10 00 . . . 14 00 . . . 24 00			
French Language, 5 00 . . . 7 00 . . . 12 00			
Board, 36 00 . . . 52 00 . . . 88 00			
Washing, 4 50 . . . 6 50 . . . 11 00			

Payment of bills for Board and Tuition, must be made in advance for each Session.

